**K-5 Math Lesson Plan**

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| **Teacher: Donnell** | | | | **Grade: K** | | | | **Date(s)**: August 28. 2012 |
| **Unit Title:**  **Unit 1 - Count Numbers 0-30** | | | | | **Corresponding Unit Task: Corresponding Unit Task: (Taught prior to Performance Task 1): Students should be able to rote count to 25.** | | | |
| **Essential Question(s):**  **What does a number represent?** | | | | | | | | |
| **Materials/Resources** | | | | | | **Essential Vocabulary** | | |
| **Teacher:**  vocabulary card- **coun**t (C&I)  cd Movin’ 2 Math - Track 3  projector  chart paper (Frayer model)  markers,  bear counters  large hundreds chart  **Websites:**  [**https://admin.jackhartmann.com/audio\_popup/movin-2-math.html**](https://admin.jackhartmann.com/audio_popup/movin-2-math.html) | | **Student:**  bear counters  styrofoam bowls  individual hundreds chart  pencils  crayons  math journal  GEMS -Destination Math (Number Sense)  10 small books in a basket | | | | **Word Wall Car:**  **Count (**to recite numerals in order) | | |
| **Learning Experience** | | | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: - K.CC.2** Count forward beginning from a given number within the known sequence (Instead of having begin at 1)   |  |  | | --- | --- | |  | Correlates to NCSCOS Math Objective 1.01a) | |  |  | | | | | | | | |
| **I Can Statement(s):**  *I can count to 10 beginning at any number.*   |  | | --- | |  | |  | | | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)   * The teacher will begin the lesson by introducing students to a new song titled “Let’s Get Fit,” (Movin’ to Math) cd. Students will practice counting by 1’s to 100. * During a “Two Minute Talk”, students will share with a partner everything they know about counting. | | | | | | | |
| **Teacher Directed:**   * The teacher will introduce and define the word wall word- count by creating a frayer model on chart paper. * Explain to students that today they will learn how to rote count forward beginning at any known sequence other than 1. Tell students that this is a strategy called “count on”. What could we use to model this strategy? * The teacher will model “counting on” (1-10) by calling a student to the front of the classroom and telling them to take four books from a basket. Ask: How many books do you have? How do you know? Tell the student to remember the number (4) in his/her head. Then give them the additional books from the basket and ask them to continue counting the books. If the student begins to recount the 4 books, remind him/her that they do not need to recount the books because that amount did not change. * Next the teacher will line up 10 bear counters on the projector. Have the class count the bears aloud. Ask: How many bear counters are lined up? How do you know? The teacher will push 4 counters under a styrofoam bowl. Then ask: How many bears are under the bowl (four.) Start with 4 and continue counting the bears outside the bowl (4, 5, 6, 7, 8, 9, 10.) Ask: Will it be the same if we started counting from a different number? How do you know? Repeat with other numbers 1-10. Ask: How can you explain the strategy “count on”? How did you know where to start and stop counting? * Show students a large hundreds chart on the board or use individual charts. * Ask: How can we use this chart to count on? The teacher will use the hundreds chart to reinforce the skill. Have students practice counting on using higher numbers. Give students time to discover where they can start and stop counting. Explain that “counting on” will help prepare students for addition, subtraction and solving math word problems (give examples). | | | | | | | |
| **Guided Practice:**  Counting On with Counters (Partner Activity)  Give partners 10 small bear counters. Have students line up the counters from left to right on their desks or table. Have students count out five counters and push them under a bowl. Then say “We have 5 bears hidden under the bowl”. Students will use the”count on” strategy to count the remaining bears, 5 (pointing to their bowl) 6, 7, 8 ......10”. Ask “Is there another way to”count on” to 10, without starting at 1?” Repeat using other numbers What other math can you connect with this? Continue to ask questions. How can you describe counting on? When do you use this math at home? At school? The teacher will circulate the classroom and monitor students that are counting fluently, miscounting or double counting. | | | | | | | |
| **Independent Practice:**   * Have students practice the activity independently by hiding counters under their left hand and counting on. * Have students draw a picture in their math journal to show the meaning of count. * Have students select their own manipulatives to practice the skill. GEMS -Destination Math (Number Sense) * Create counting math stations | | | | | | | |
| **Closing/Summarizing Strategy:**  *Today we practiced the strategy “counting on”. What have you learned about counting?*  *If you were in the grocery store, how could you use the strategy? What is one important thing you learned in math today?* | | | | | | | |
| **Differentiation Strategies** | | | | | | | | |
| **Extension** | | | **Intervention** | | | | **Language Development** | |
| * Use number flashcards with dots to practice counting on (thevirtualvine.com) * Use numbers 1-20 to practice counting on. | | | * Advanced children will use hundreds boards to count beyond 20. * Provided small group instruction or one-on-one instruction while other students work independently. | | | | * Teacher begins counting for the student to get them started. * Explicit instruction * Model the task several ways | |
| **Assessment(s):**  Sit with a student. Ask the student to count forward (1-10), starting at any given number. Create a checklist to record answers. | | | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | | | |